



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11501 N 79th Ave, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Phil W. Stanfield
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-8
Web Address : www.peoriaud.k12.az.us
Phone Number : (623) 412-4450
Fax Number : (623) 412-4458
E-mail : pstanfield@peoriaud.k12.az.us

Mission

The mission of Peoria Elementary School is to achieve the highest standards of excellence in education for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Student achievement in language will increase. Teachers will incorporate writing across all content areas and enhance student writing through the use of computer technology.
- ü Student achievement in mathematics will increase. Teachers will pace math instruction to ensure key concepts are introduced prior to the evaluation process. Teachers will incorporate math problem-solving strategies across content areas.
- ü Utilizing technology in many different aspects to reach the needs of all students (accelerated math, classroom skill centers, K-6 lab, supplemental software).
- ü Providing additional supplemental materials to enhance, enrich, and remediate the instruction in the classroom that aligns with the District curriculum, State's standards and AIMS assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 756
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 105

Instructional Programs

- ü At-risk Preschool
- ü English Immersion
- ü Soar To Success
- ü On-site Special Education
- ü Project Ideal
- ü Title 1
- ü Speech Services
- ü Advanced Placement

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. Inviting parents to be informed and active participants in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and to work cooperatively with staff members. This includes supporting student attendance; monitoring assignments; modeling positive attitudes; and fostering respect of rules.

Transportation Policy

Transportation is provided to all eligible students who reside within the attendance boundary but beyond one mile of Peoria Elementary School. Additionally, transportation services are provided for eligible special education students as noted in IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Best of The West	2004
ü Silver Apple Award	2003
ü Chicano Por La Casa Esperanza Award	2004
ü Completing the North Central Association Accreditation	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2757	80010	99	97	99	433	455	447	11	6	10	27	15	18	55	59	53	7	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1317	38935	98	97	99	428	454	447	11	5	9	34	15	19	48	59	55	7	20	17
Male	41	1437	40974	100	96	98	438	456	448	10	7	11	20	14	18	63	58	52	7	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	48	752	34545	100	95	99	422	439	432	17	10	14	31	22	24	48	58	53	4	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	--	40	3979	--	98	96	--	450	424	--	10	17	--	10	30	--	63	47	--	18	6
White	30	1714	35142	97	97	99	450	463	465	3	4	5	20	11	11	63	59	56	13	25	28
Students with Disabilities	13	447	10161	100	84	93	417	433	419	31	19	28	23	24	28	38	44	36	8	12	8
Students without Disabilities	72	2310	69849	99	100	100	436	459	451	7	4	7	28	13	17	58	62	56	7	22	19
Limited English Proficient Students	13	144	14013	100	93	97	420	410	413	NA	21	24	62	43	34	38	34	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	43	838	39029	100	95	98	421	439	432	16	11	14	33	22	25	49	56	52	2	11	9
Non-Economically Disadvantaged	42	1919	40981	98	98	100	445	462	462	5	4	6	21	11	13	62	60	54	12	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2732	79438	94	96	98	449	465	451	6	4	9	23	19	24	65	62	56	5	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1311	38775	93	97	99	451	470	457	5	3	7	24	17	22	67	62	58	5	18	13
Male	39	1418	40560	95	95	97	447	460	446	8	6	12	23	21	25	64	62	54	5	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	45	743	34297	94	94	98	442	448	434	9	7	14	22	27	31	64	59	50	4	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	--	39	3940	--	95	95	--	463	429	--	8	14	--	13	36	--	69	47	--	10	3
White	29	1700	34887	94	97	98	462	473	471	3	3	4	24	16	15	66	64	63	7	18	18
Students with Disabilities	NC	422	9588	NC	80	88	NC	441	416	NC	14	30	NC	32	32	NC	46	34	NC	8	5
Students without Disabilities	72	2310	69850	99	100	100	449	469	456	6	3	7	22	17	23	69	65	59	3	15	12
Limited English Proficient Students	12	139	13856	92	90	96	436	412	407	8	21	27	25	50	43	67	29	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	40	818	38685	93	92	97	437	447	435	5	8	14	38	30	32	58	56	50	NA	7	5
Non-Economically Disadvantaged	41	1914	40753	95	97	99	461	472	467	7	3	5	10	15	16	73	65	62	10	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2759	79971	99	97	99	409	437	423	7	5	8	53	33	41	40	60	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1318	38974	98	97	99	416	451	437	7	3	5	50	23	33	43	69	57	NA	5	4
Male	41	1439	40895	100	96	98	402	424	410	7	6	10	56	41	47	37	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	48	752	34481	100	95	99	408	428	410	8	6	10	54	38	46	38	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	--	40	3995	--	98	96	--	427	409	--	10	10	--	25	47	--	63	42	--	3	1
White	30	1714	35150	97	97	99	413	441	437	7	4	5	47	30	35	47	62	56	NA	4	5
Students with Disabilities	13	455	10258	100	86	94	355	403	377	31	14	23	62	47	51	8	37	25	NA	2	1
Students without Disabilities	72	2304	69713	99	99	100	419	443	429	3	3	5	51	30	39	46	64	52	NA	4	3
Limited English Proficient Students	13	145	13985	100	94	97	417	395	382	NA	10	18	62	59	54	38	31	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	43	838	38994	100	95	98	405	424	409	12	6	10	49	40	47	40	52	41	NA	2	1
Non-Economically Disadvantaged	42	1921	40977	98	98	100	413	443	437	2	4	5	57	29	34	40	63	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2799	80147	100	97	99	490	490	482	2	7	11	17	14	17	58	53	49	23	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1350	39281	100	98	99	487	491	483	NA	6	9	22	14	17	63	54	50	15	26	24
Male	47	1447	40780	100	96	98	493	489	482	4	7	12	13	14	17	53	52	48	30	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	48	657	33494	100	96	99	481	473	466	4	10	15	19	20	23	67	55	49	10	14	14
Asian/Pacific Islander	--	95	2103	--	99	99	--	508	515	--	2	4	--	12	8	--	49	44	--	37	45
American Indian/Alaskan Native	--	38	4117	--	95	96	--	478	456	--	13	19	--	13	27	--	55	46	--	18	8
White	36	1856	36122	100	97	99	497	497	501	NA	5	5	17	12	10	50	52	50	33	31	35
Students with Disabilities	NC	350	10295	NC	80	92	NC	454	443	NC	26	33	NC	24	26	NC	40	33	NC	10	8
Students without Disabilities	79	2449	69852	100	100	100	494	495	488	NA	4	7	16	13	16	59	55	51	24	29	26
Limited English Proficient Students	10	114	12722	100	92	97	NA	434	441	NA	28	27	NA	39	33	NA	32	37	NA	1	3
Migrant Students	NC	11	622	NC	100	97	NC	439	454	NC	27	19	NC	45	30	NC	27	43	NC	NA	8
Economically Disadvantaged	48	760	38371	100	93	97	481	474	465	4	10	15	25	21	23	50	54	49	21	15	13
Non-Economically Disadvantaged	40	2039	41776	100	98	100	501	496	498	NA	5	6	8	12	11	68	52	49	25	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2782	79686	94	96	98	471	483	470	1	5	11	31	18	24	63	67	57	5	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1348	39163	100	98	99	471	489	475	NA	3	9	29	15	22	66	69	60	5	13	10
Male	42	1432	40438	89	95	97	471	478	465	2	7	13	33	20	25	60	65	54	5	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	44	650	33299	92	95	98	465	468	452	2	9	17	32	26	32	64	60	47	2	6	3
Asian/Pacific Islander	--	95	2097	--	99	99	--	487	490	--	3	5	--	17	13	--	63	68	--	17	14
American Indian/Alaskan Native	--	38	4087	--	95	96	--	473	446	--	5	16	--	26	38	--	61	44	--	8	2
White	35	1846	35914	97	97	98	479	489	489	NA	3	5	34	15	15	57	70	67	9	12	14
Students with Disabilities	NC	332	9808	NC	76	87	NC	451	432	NC	21	35	NC	32	32	NC	42	30	NC	5	3
Students without Disabilities	79	2450	69878	100	100	100	472	487	475	1	3	8	30	16	23	63	70	61	5	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	NC	10	611	NC	91	95	NC	NA	439	NC	NA	22	NC	NA	39	NC	NA	37	NC	NA	2
Economically Disadvantaged	43	748	38095	90	92	97	463	468	452	2	8	17	40	26	32	58	61	48	NA	5	3
Non-Economically Disadvantaged	40	2034	41591	100	98	99	480	488	486	NA	4	6	23	15	16	68	69	65	10	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2808	80372	100	97	99	478	484	475	5	2	4	18	24	30	76	71	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1356	39452	100	98	99	484	497	488	5	1	3	12	15	22	80	80	72	2	4	3
Male	47	1450	40836	100	96	98	472	472	464	4	3	6	23	33	37	72	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	48	665	33608	100	97	99	473	473	462	6	4	6	19	29	36	73	66	57	2	1	1
Asian/Pacific Islander	--	95	2098	--	99	99	--	497	500	--	2	2	--	20	16	--	68	75	--	9	7
American Indian/Alaskan Native	--	38	4128	--	95	97	--	481	464	--	NA	4	--	32	39	--	68	56	--	NA	1
White	36	1857	36213	100	97	99	480	489	489	3	2	2	19	23	22	78	73	72	NA	2	3
Students with Disabilities	NC	361	10526	NC	82	94	NC	445	427	NC	9	15	NC	51	53	NC	39	31	NC	1	1
Students without Disabilities	79	2447	69846	100	100	100	485	489	482	3	1	3	14	21	26	82	76	69	1	2	2
Limited English Proficient Students	10	116	12747	100	94	97	NA	436	432	NA	12	12	NA	51	52	NA	37	36	NA	NA	0
Migrant Students	NC	11	621	NC	100	97	NC	456	452	NC	9	9	NC	27	40	NC	64	51	NC	NA	0
Economically Disadvantaged	48	772	38521	100	95	98	468	471	461	8	4	6	17	31	38	75	64	55	NA	1	1
Non-Economically Disadvantaged	40	2036	41851	100	98	100	490	489	489	NA	2	3	20	22	22	78	74	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2833	79306	99	97	99	492	515	504	14	8	13	20	16	20	54	54	49	12	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1390	38845	97	98	99	488	515	505	18	6	11	21	17	20	53	55	50	9	22	18
Male	34	1439	40383	97	96	98	496	515	504	12	9	14	18	15	19	56	53	47	15	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	35	685	32673	97	96	99	478	497	487	26	14	18	23	21	25	40	52	46	11	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	25	1849	36234	100	97	99	506	522	523	4	5	6	12	12	13	76	56	52	8	26	28
Students with Disabilities	NC	368	10286	NC	80	91	NC	479	462	NC	29	41	NC	25	27	NC	36	27	NC	10	5
Students without Disabilities	63	2465	69020	98	100	100	496	520	510	11	4	9	19	14	18	57	57	52	13	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	32	752	37437	94	94	97	482	493	486	22	15	19	22	24	26	44	48	46	13	12	9
Non-Economically Disadvantaged	37	2081	41869	100	98	100	500	523	521	8	5	7	19	13	14	62	56	51	11	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2813	79000	94	96	98	488	499	489	11	5	10	18	18	24	65	67	58	6	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1384	38774	97	97	99	481	503	494	15	3	7	18	17	22	65	68	61	3	11	10
Male	31	1425	40150	89	95	98	497	496	485	6	7	12	16	20	25	68	65	55	10	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	33	677	32508	92	95	98	475	483	472	21	9	15	18	27	33	52	58	49	9	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	24	1840	36135	96	97	98	506	506	508	NA	4	4	13	14	14	88	70	67	NA	12	15
Students with Disabilities	NC	348	9991	NC	75	88	NC	468	449	NC	19	33	NC	32	36	NC	46	29	NC	3	2
Students without Disabilities	63	2465	69009	98	100	100	489	503	495	11	3	6	19	17	22	63	70	62	6	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	29	742	37234	85	93	97	484	480	472	14	9	15	17	29	33	62	58	50	7	4	3
Non-Economically Disadvantaged	37	2071	41766	100	98	99	492	506	505	8	4	5	19	15	16	68	70	65	5	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2841	79611	99	97	99	479	503	496	12	5	7	33	33	37	55	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1393	39016	97	98	99	498	517	511	9	3	4	21	23	29	71	72	66	NA	1	1
Male	34	1444	40519	97	96	98	460	490	482	15	7	10	47	43	44	38	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	35	692	32855	97	97	99	459	487	481	17	8	10	37	41	43	46	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	25	1851	36380	100	97	99	504	510	511	4	4	4	32	30	30	64	65	65	NA	1	1
Students with Disabilities	NC	378	10664	NC	82	94	NC	456	440	NC	17	23	NC	52	54	NC	30	22	NC	1	1
Students without Disabilities	63	2463	68947	98	100	100	483	510	504	11	3	4	30	30	34	59	66	61	NA	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	32	761	37626	94	95	98	462	483	479	19	9	10	31	43	45	50	48	45	NA	0	0
Non-Economically Disadvantaged	37	2080	41985	100	98	100	494	511	511	5	3	4	35	30	30	59	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2877	79327	94	96	98	518	538	518	16	10	19	14	14	20	60	51	46	10	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1415	38961	98	97	98	521	538	520	9	9	16	14	14	20	67	53	48	9	24	16
Male	34	1461	40295	89	96	97	515	538	516	24	10	21	15	14	19	50	48	44	12	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	37	659	32327	100	96	98	497	518	499	27	17	27	22	18	25	43	50	41	8	15	8
Asian/Pacific Islander	--	103	1939	--	97	99	--	564	556	--	5	6	--	7	10	--	48	47	--	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	36	1933	36373	90	97	98	540	546	538	6	7	10	6	13	14	75	51	52	14	29	25
Students with Disabilities	NC	339	9321	NC	78	87	NC	486	467	NC	36	54	NC	25	22	NC	31	21	NC	8	3
Students without Disabilities	75	2538	70006	100	99	100	519	544	524	15	6	14	15	13	19	60	53	49	11	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	35	752	37097	90	93	97	497	515	498	26	18	27	20	19	25	49	49	41	6	14	7
Non-Economically Disadvantaged	42	2125	42230	98	97	99	536	546	535	7	7	11	10	13	15	69	51	50	14	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2872	79501	96	96	98	495	509	497	8	5	10	28	20	25	63	69	60	1	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1413	39062	98	97	99	504	514	502	7	4	8	21	18	23	70	72	64	2	6	5
Male	36	1458	40368	95	96	98	485	505	491	8	6	13	36	23	27	56	67	57	NA	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	37	658	32389	100	96	98	481	493	478	16	10	16	32	28	34	51	61	48	NA	1	1
Asian/Pacific Islander	--	103	1936	--	97	99	--	521	519	--	4	3	--	12	14	--	77	73	--	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	37	1929	36446	93	96	99	512	516	516	NA	3	4	19	18	15	78	72	73	3	7	7
Students with Disabilities	NC	334	9411	NC	77	88	NC	469	453	NC	19	36	NC	40	36	NC	40	26	NC	1	1
Students without Disabilities	75	2538	70090	100	99	100	497	514	502	7	3	7	27	18	24	65	73	65	1	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	37	754	37183	95	94	97	475	491	479	14	10	16	41	31	34	46	57	49	NA	3	1
Non-Economically Disadvantaged	42	2118	42318	98	97	99	514	516	513	2	3	5	17	17	17	79	74	70	2	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2901	80000	98	97	99	569	577	564	1	2	3	6	6	11	88	78	75	5	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1431	39288	100	98	99	585	592	579	NA	1	2	2	2	6	89	77	77	9	20	16
Male	36	1469	40644	95	96	98	550	563	549	3	2	4	11	9	15	86	80	74	NA	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	37	665	32672	100	97	99	568	566	548	NA	2	4	8	8	14	86	83	76	5	7	6
Asian/Pacific Islander	--	104	1945	--	98	99	--	594	592	--	NA	1	--	3	4	--	69	69	--	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	38	1946	36602	95	97	99	573	582	579	3	2	2	3	5	7	89	77	75	5	16	16
Students with Disabilities	NC	357	9919	NC	82	93	NC	526	505	NC	5	9	NC	27	35	NC	65	54	NC	3	2
Students without Disabilities	76	2544	70081	100	100	100	571	584	571	1	1	2	5	3	7	88	80	79	5	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	38	769	37534	97	96	98	564	560	547	NA	3	4	8	10	15	87	80	76	5	7	5
Non-Economically Disadvantaged	42	2132	42466	98	98	100	574	584	578	2	1	2	5	5	7	88	78	75	5	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2923	78546	93	96	97	560	561	543	7	7	15	7	12	18	63	60	52	24	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1449	38645	93	97	98	568	562	545	7	5	13	2	12	18	54	61	54	37	22	15
Male	34	1472	39792	92	95	97	551	561	542	6	8	17	12	12	17	74	59	50	9	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	36	656	31177	90	95	97	553	547	524	14	11	22	6	17	23	56	58	48	25	15	7
Asian/Pacific Islander	--	103	1940	--	96	99	--	585	580	--	2	5	--	12	9	--	52	53	--	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	34	1978	36450	97	97	97	568	566	563	NA	5	7	6	10	12	71	61	57	24	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	70	2614	70453	96	100	100	563	567	549	4	4	11	6	10	17	64	63	56	26	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	35	756	34694	92	92	96	550	546	524	9	10	23	11	17	23	60	61	48	20	12	7
Non-Economically Disadvantaged	40	2167	43852	93	98	99	569	567	559	5	6	10	3	10	13	65	60	56	28	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2936	79045	95	97	98	509	523	512	6	5	10	23	19	25	66	68	58	4	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1453	38860	93	98	98	520	530	519	NA	3	7	17	16	22	78	72	62	5	9	8
Male	36	1481	40075	97	96	97	497	517	505	14	7	12	31	22	28	53	64	54	3	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	38	661	31314	95	95	98	499	509	493	13	9	16	26	26	34	58	61	48	3	4	2
Asian/Pacific Islander	--	104	1949	--	97	99	--	532	536	--	6	4	--	15	15	--	67	66	--	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	34	1984	36730	97	98	98	521	528	532	NA	4	4	21	17	16	74	70	68	6	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	71	2616	70493	97	100	100	513	528	517	7	3	7	18	16	24	70	72	62	4	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	35	763	34922	92	93	96	499	506	493	11	8	15	23	30	34	63	60	48	3	3	3
Non-Economically Disadvantaged	42	2173	44123	98	98	99	518	529	527	2	5	6	24	15	18	69	71	66	5	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2957	79657	95	98	99	561	578	566	NA	2	3	12	5	8	88	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1462	39120	91	98	99	569	589	580	NA	1	2	8	2	4	93	95	92	NA	1	2
Male	37	1493	40423	100	97	98	552	566	553	NA	3	5	16	8	12	84	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	38	667	31642	95	96	99	555	568	552	NA	3	5	16	7	11	84	90	84	NA	0	0
Asian/Pacific Islander	--	104	1948	--	97	99	--	585	589	--	3	1	--	5	3	--	88	91	--	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	33	1995	36929	94	98	99	573	581	579	NA	2	2	3	4	5	97	93	91	NA	1	2
Students with Disabilities	NC	341	9069	NC	84	92	NC	530	508	NC	7	11	NC	26	30	NC	67	58	NC	0	1
Students without Disabilities	71	2616	70588	97	100	100	566	583	573	NA	1	2	8	2	5	92	95	91	NA	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	36	775	35341	95	95	97	553	567	551	NA	3	5	14	8	12	86	89	83	NA	1	0
Non-Economically Disadvantaged	41	2182	44316	95	99	100	568	581	578	NA	2	2	10	4	5	90	93	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	3051	78400	97	96	97	570	575	554	12	10	21	18	14	19	49	59	47	21	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1502	38686	97	97	98	568	576	554	8	9	20	18	13	20	58	61	49	16	18	12
Male	54	1547	39636	96	96	96	572	575	554	15	10	23	19	14	18	43	56	46	24	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	50	747	30732	98	95	97	546	559	534	18	13	31	28	21	24	44	55	40	10	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	--	33	4536	--	100	95	--	566	528	--	18	35	--	12	25	--	58	37	--	12	4
White	36	1998	37038	95	96	97	601	582	575	3	8	11	8	11	14	56	60	56	33	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	90	2818	70560	100	100	99	572	579	560	10	7	17	19	13	19	50	61	50	21	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	NC	10	676	NC	100	95	NC	NA	523	NC	NA	38	NC	NA	25	NC	NA	36	NC	NA	1
Economically Disadvantaged	34	706	33014	92	92	95	546	556	534	15	16	31	26	20	24	56	53	40	3	11	5
Non-Economically Disadvantaged	58	2345	45386	100	98	99	584	581	569	10	8	15	14	12	15	45	60	52	31	20	18

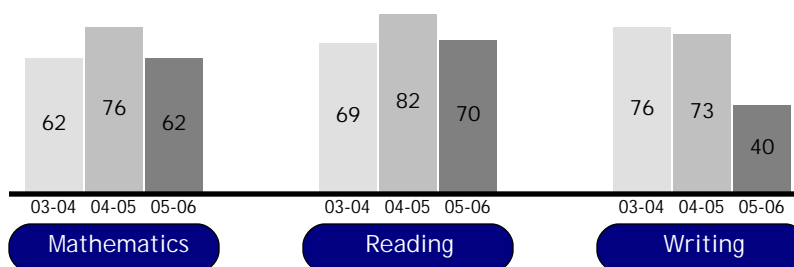
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	3080	79179	99	97	98	529	535	519	5	5	11	26	19	27	63	70	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1518	38974	97	98	99	542	542	524	3	4	8	18	15	25	68	73	61	11	8	5
Male	56	1560	40124	100	97	97	519	528	513	7	6	13	30	23	28	59	67	54	4	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	51	757	30987	100	96	98	510	521	498	8	7	17	35	27	36	55	64	45	2	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	--	33	4573	--	100	96	--	530	494	--	3	16	--	21	41	--	73	42	--	3	1
White	37	2019	37467	97	97	98	548	541	539	3	4	5	14	16	17	73	72	70	11	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	90	2819	70612	100	100	99	532	539	524	4	3	7	23	17	25	66	74	62	7	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	NC	10	680	NC	100	96	NC	NA	487	NC	NA	20	NC	NA	43	NC	NA	36	NC	NA	1
Economically Disadvantaged	36	725	33345	97	95	96	515	516	499	3	8	17	36	29	36	58	61	46	3	2	1
Non-Economically Disadvantaged	58	2355	45834	100	98	99	537	541	533	7	4	7	19	16	19	66	73	67	9	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	3097	79734	97	98	99	575	573	554	1	1	3	8	11	19	91	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1524	39243	97	98	99	589	585	568	NA	1	2	3	7	12	97	91	85	NA	1	1
Male	54	1571	40413	96	98	98	566	561	541	2	1	4	11	16	26	87	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	50	762	31254	98	97	99	561	563	539	NA	1	5	10	16	25	90	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	--	33	4613	--	100	97	--	586	535	--	NA	4	--	9	29	--	88	67	--	3	0
White	36	2029	37668	95	98	99	595	576	569	3	1	1	3	10	13	94	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	90	2820	70791	100	100	100	578	578	561	NA	1	2	8	8	15	92	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	NC	10	687	NC	100	97	NC	NA	528	NC	NA	6	NC	NA	28	NC	NA	65	NC	NA	NA
Economically Disadvantaged	34	729	33718	92	95	97	568	559	538	NA	2	5	6	18	26	94	80	69	NA	1	0
Non-Economically Disadvantaged	58	2368	46016	100	99	100	580	577	567	2	1	2	9	9	14	90	89	84	NA	1	1

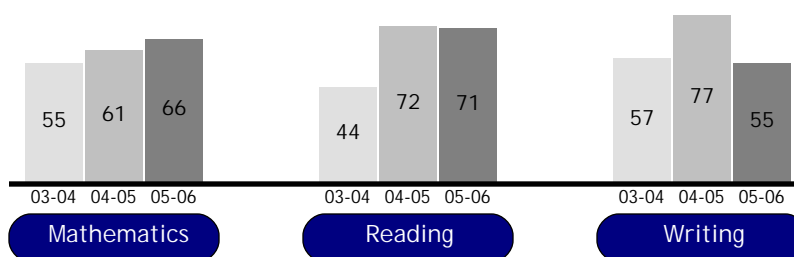
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

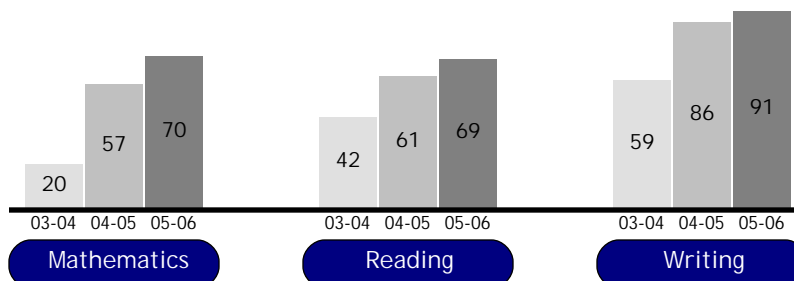
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	60	NA	58	100	40	53	47	99	48	56	46
	Language	98	57	60	50	100	45	53	47	99	61	59	48
	Mathematics	99	73	72	64	100	45	53	50	99	48	58	52
3	Reading	100	46	NA	55	100	47	52	44	94	43	56	46
	Language	100	55	70	61	100	42	50	44	99	41	54	46
	Mathematics	100	65	71	61	100	45	55	51	99	37	58	52
4	Reading	98	54	NA	56	99	50	54	48	94	52	59	52
	Language	99	51	60	52	99	56	55	49	100	50	59	52
	Mathematics	99	61	69	61	99	57	58	53	100	61	63	58
5	Reading	98	42	NA	55	99	51	56	50	94	56	63	56
	Language	100	44	56	49	99	53	56	50	99	58	61	54
	Mathematics	100	61	67	63	100	48	52	49	99	46	56	52
6	Reading	94	65	NA	56	98	43	58	51	98	59	65	56
	Language	95	51	60	48	98	41	55	47	98	50	58	50
	Mathematics	95	76	75	66	98	46	59	52	95	58	65	58
7	Reading	97	44	NA	54	100	50	59	50	96	50	63	54
	Language	99	48	67	58	100	52	62	52	96	52	67	58
	Mathematics	98	50	68	62	100	50	57	50	94	54	61	54
8	Reading	99	51	NA	55	97	48	58	51	100	65	67	58
	Language	98	45	64	52	97	52	56	50	98	59	63	56
	Mathematics	97	52	69	61	97	52	59	53	98	67	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Peoria Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Budget
- Ü Program Development
- Ü Student Programs
- Ü School Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	8	1	0	1
7 to 9 years	3	2	0	0
10 or more years	13	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Library
- Ü K-6 Computer Lab

Extracurricular Activities

- Ü Pirate Production Newspaper
- Ü National Junior Honor Society
- Ü Student Council
- Ü Sports

Social Services

- Ü Crisis Intervention
- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program

Peoria Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Visitation by the U.S Under Secretary of Education.

United States Department of Education
Visitation: Office of the Secretary's Regional Representative
Region 1X

Ü Wells Fargo Grant. PEEF Grant.

North Central Accreditation Certificate for 2003-2004

Best of The West - 2004

Chicano Por La Casa Esperanza Award - 2004

Ü Being named a Performing School for the 2003-2004 Academic School year.

Ü Awarded a Comprehensive School Reform Grant - Providing Full Day Kindergarten Services.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We strive to provide a safe environment for students, staff and community, with consistent well-defined discipline program, safety training for students and staff, volunteer orientation training, crisis management, and school resource programs. Our school Intervention Specialist provide additional support to students and parents to resolve and mediate conflicts.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Phil Stanfield	(623) 412-4450
Transportation Policy	Steve Highlen	(623) 486-6000
Community Resources	Jim Cummins	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Phil Stanfield	(623) 412-4450
Student Health/Nurse	Evelyn Huber	(623) 412-4453

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 20 Pages X .0243 Per page X 200 Copies = \$97.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.